

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Salina M. Thistle

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Endeavor Elementary School

(As it should appear in the official records)

School Mailing Address 414 S. Church Street

(If address is P.O. Box, also include street address.)

City Endeavor State WI Zip Code+4 (9 digits total) 53930-9694

County Marquette County State School Code Number* 4501-0120

Telephone 608-587-2625

Fax 608-587-2881

Web site/URL

http://www.portage.k12.wi.us/end/index.cfm

E-mail thistles@portage.k12.wi.us

Facebook Page

https://www.facebook.com/pages/Portage-

Twitter Handle

https://twitter.com/PortageCSD

Community-School-

District/282493993161

Google+ _____

YouTube/URL _____

Blog _____

Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Charles Poches

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail: pochesc@portage.k12.wi.us

District Name Portage Community School District Tel. 608-742-4879

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr Matt Foster

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 5 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 8 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☒ Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	6	2	8
K	6	7	13
1	8	10	18
2	7	5	12
3	5	7	12
4	9	11	20
5	7	8	15
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	48	50	98

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 0 % Asian
 - 3 % Black or African American
 - 20 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 73 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 12%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1	100
(5) Total transferred students in row (3) divided by total students in row (4)	0.120
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 15 %
15 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 58 %
 Total number students who qualify: 51

Information for Public Schools Only - Data Provided by the State

The state has reported that 47 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 9 %
9 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	6
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	95%	95%	95%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: It is our mission to educate the children, families, and community in a safe and healthy environment. We will support and nurture trusting relationships.

PART III – SUMMARY

We are pleased to introduce you to Endeavor Elementary School and share what makes our school great. Endeavor is one of five elementary schools in the Portage Community School District. We have a committed team of teachers, interventionists, aides, and administrative leaders who make the process of learning a priority for our 98 students.

Endeavor is a small rural community in south central Wisconsin. Once known as Merritt's Landing, it is "Rich in History with a Promising Future" as our welcoming signs to the village suggest. C. A. Merritt was a dealer in lumber in the area and proprietor of the only general store. Merritt was also the lone assessor. The name of our fair village changed to Endeavor (circa 1891) to match the namesake of the Christian Endeavor Academy, founded by Reverend R.L. Cheney. There are still remnants of the former academy located on Endeavor's highest elevation, and the building itself was home to Endeavor Elementary until 1990. The hilltop view provides a scenic vista that stretches to Buffalo Marsh in the town of Moundville to the east. Endeavor was an early transportation route for rail and water, and still hugs the north-south route parallel to the I-39/51 corridor to the north woods of Wisconsin.

Many of our local families have roots that have grown quite deep in the area. Several students are the children of second and third generation citizens of the community and outlying area. Making these connections at community and school events builds the dynamics between home and school even stronger. It makes no difference if the parental situation is a single or two-parent household, we still receive support from parents who value the importance of having a neighborhood school.

Endeavor staff members are committed to the success of every student. We embrace and meet the challenges of a culturally and economically diverse population. As the center of the community, our school is often the liaison networking between available services and those in need. Our families feel safe coming to us and trusting our ability to help while maintaining confidentiality. There is an inherent bond between our families and school.

Students are not only offered the "basics" of an elementary education at Endeavor Elementary, but also enjoy varied opportunities that create well-rounded academic, social, and emotional experiences. Frequent collaboration with Portage Community School District (PCSD) staff specialists bring activities like the August Derleth writing contest, art contests, 24 Math Tournament, and CESA 5 Regional Spelling Bee. There are also strong ties with community-based learning opportunities from our local, county, and state agencies. Fourth grade students at Endeavor participate in an annual trip to our state's capitol and historical museum in Madison (sponsored by Greater Portage Youth Education Foundation), Maple Syrup Festival at the MacKenzie Center (Wisconsin Department of Natural Resources) in Poynette, the Historic Indian Agency House and Fort Winnebago Surgeon's Quarters in Portage (Wisconsin Society Daughters of the American Revolution). During our annual Earth Week celebration, we complete daily activities that are student-centered and also make local connections. The "Muirland Birding Club" of Montello sets up real-life scenarios in our local Lion's Park where students undergo a "migration" of sorts, suffering hardships, limiting factors, and ultimately successful migrations for many. We culminate our fun-filled week of learning with a school-wide tree planting using varieties of native evergreens provided by the state nursery in Wisconsin Rapids (Wisconsin Department of Natural Resources).

We are extremely grateful for the Endeavor Lions Club in so many ways. They help out with school supply drives at the beginning of each school year and sponsor our holiday program by providing goody-bags full of fruit and treats for our students and families. If we ever need assistance, be it monetary requests or needed volunteers, we find it is only necessary to ask. In return, Endeavor Elementary staff assists with weekly bingo nights during the year at the Endeavor/Moundville Fire Station.

Students also participate in FFA-sponsored after-school activities, as well as farm visits in the spring, which emphasize Wisconsin's agricultural significance. These enrichment opportunities, provided for all students, ensure their future success in middle school, high school, and beyond as evidenced by many Endeavor

alumni achieving academic honors. We are proud of their accomplishments during and after their years at Endeavor Elementary.

The Portage Community School District pioneered the implementation of a pre-kindergarten partnership with the community's private preschool programs. This partnership creates a blended community approach and provides more children, regardless of income levels, access to early learning opportunities that enhance their success in school and life. This model has been shared with school districts throughout south central Wisconsin interested in starting their own successful pre-kindergarten partnership programs.

At Endeavor, we feel we are better together. With help from our families and community, we are committed to our mission of educating children, families, and community in a safe and healthy environment. By maintaining high expectations, we support, nurture, and establish trust in our relationships.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Reading/Language Arts:

Our Reading/Language Arts curriculum is based on a balanced literacy format guided by the framework of Daily 5/CAFE. Teachers use this framework to introduce, teach, practice reading strategies, and comprehension skills. The Treasures reading program is the foundation for our reading, phonics, and writing skills instruction. Sitton Spelling has been used for individualized spelling instruction. We use a Writer's Workshop format for our daily writing instruction. This structure incorporates modeled, shared, and independent writing for a variety of audiences and purposes. Incorporating Accelerated Reader into our balanced literacy format empowers students to take ownership and have a voice in the reading process by selecting books of interest at their reading level as well as self set goals. The balanced literacy framework gives teachers the opportunity to individualize instruction based on students' needs. Our students know that the biggest predictor of academic success is time spent reading and the importance it plays in their academic success. Students have become voracious readers because of the balanced literacy in our school.

Math:

Our math instruction is based on the Everyday Mathematics program. This program gives children instruction that promotes the ability to solve problems and builds understanding from situations generated within the context of everyday experiences. The mathematics curriculum is aligned to the Wisconsin Model Academic Standards. It engages students with a hands-on, spiraled curriculum that allows exposure to math concepts with a number of repetitions, ensuring a deeper understanding of the material students are asked to master.

We focus on instructional approaches to learning math strategies through whole and small group instruction. Through ongoing lessons, math games, and cooperative groups, students learn to use higher order thinking strategies to make connections between what is being taught and real life situations and problems. The spiraling aspect of the curriculum allows for concepts to be developed over time with specific learning targets identified as beginning, developing, or secure at the grade level it is taught. Students are given many opportunities for hands-on learning that fits a variety of learning styles. The mental math activities, math messages, whole class, partner, and individual activities allow students to be fully engaged in their learning. Teachers are provided many options for assessments within the program. Teachers use formal and informal observation, oral, written, and visual forms of assessment. We work with students individually on skills that need reteaching or enrichment.

In addition to the Everyday Math program, our district uses the Everyday Math e-suite, Extra Math, and IXL for individualized practice. All of these tools have enabled students to be successful in learning math concepts.

Science:

Our science curriculum is aligned to the Wisconsin Model Academic Standards. Science instruction in the primary grades is integrated into the reading program, with activities that support both reading and topics in science. Differentiated instruction is achieved through leveled readers, periodicals, field trips, interactive websites, and videos that support, extend, and enrich classroom instruction.

In the intermediate grades, the focus is on the scientific method of inquiry as it relates to grade-appropriate topics in science. Students in fourth grade are engaged with the JASON Project, a web-based science inquiry program that is designed to motivate and inspire students to pursue interests and careers in science, technology, engineering, and mathematics.

Social Studies:

The K-5 social studies curriculum focuses on history, geography, civics, economics, and behavioral sciences. In the primary grades, social studies is integrated into the reading program, with activities that support both reading and topics in social studies. Differentiated instruction is achieved with the use of

leveled readers, periodicals, field trips, interactive websites, and videos that support, extend, and enrich classroom instruction.

In fourth grade, the emphasis is on the study of regions of the United States, history of Wisconsin, and Native Americans. The emphasis for fifth grade students is on the study of United States history from its beginnings to 1877. District social studies benchmarks build on the state standards and are supported through monthly periodicals, leveled readers, and field trips to the Wisconsin State Historical Museum, state capitol, Historic Indian Agency House, Fort Winnebago Surgeon's Quarters, and the Ice Age Trail.

The pre-kindergarten curriculum is based on Wisconsin Model Early Learning Standards and focuses on developmentally appropriate expectations for preschool children. We utilize the Little Treasures reading series, supplemented with phonics instruction emphasizing letter names and sounds. Students develop excellent listening comprehension skills through the Accelerated Reader program. Everyday Mathematics supports development of mathematical thinking skills, and active investigation develops scientific exploration and inquiry. Manipulating and building letters before writing provides the foundation for early written communication.

In sharing the same curricular and research-based practices, the program initiates the Endeavor vision of providing an excellent education in a welcoming, supportive environment.

2. Other Curriculum Areas:

Art:

Art is taught in kindergarten through fifth grade, which allows students to create projects using problem solving, critical thinking, and freedom of expression. Curriculum includes elements of art: Line, Shape, Color, Pattern and Texture. Oftentimes, art will link to core subject matter and allow students to further explore key concepts. An example is when students design their own tessellations like those of artist and mathematician M.C. Escher, and when literature is the focus, students make "Story Quilts" like Faith Ringgold. During Youth Art Month, students participate in community, regional, and statewide art shows. Artwork is displayed throughout the school, at the Endeavor Public Library and at the Marquette County Fair during the summer.

Positive Behavior Intervention Supports (PBIS) is a continuous and consistent positive model for students and staff which extends into the Art room. We begin and end with "Show me the Mona Lisa" which means eyes are watching the teacher, mouth is quiet, and hands are still.

Music:

Endeavor Elementary Music program serves students from kindergarten through grade 5, meeting twice weekly. Based on the Wisconsin School Music standards, our students sing, move, listen, play instruments, create, and perform; these skills blend with curriculum in their everyday classroom experiences. As students make connections to fractions, historical events, cultures here and abroad, music becomes a positive influence in the learning process. Statistics show that early music experiences can help underachievers. Working as a team, our staff strives to create success for every child.

Endeavor also offers choir as a weekly elective to our 4th and 5th grade students. This supports our philosophy of providing opportunities for the good of the whole child. Students' self-esteem is bolstered as they enjoy applause at a concert, and parents feel pride in their child's efforts. The choir experience links to the progression of thinking skills, self-discipline, and responsible homework habits.

Library/Media:

Library is an important part of our students' week. For some, this is their first exposure to a library and the start to becoming life-long readers. We strive to make the library a comfortable environment where curiosity can unfold. Students are introduced to a curriculum based on the Common Core and International Society for Technology in Education (ISTE) Standards. Skills are geared towards students' grade level, which coordinates with these standards ranging from common courtesies such as showing respect toward other patrons, librarians, and materials, identifying parts of a book, and navigation through the Online Patron

Access Catalog (OPAC). Our entire collection has been analyzed to indicate interest level, reading level, and the availability of an Accelerated Reader quiz.

The annual library budget is used to purchase materials which coincides with the year's building theme, supporting curriculum, classroom wish lists, trending, Golden Archer and Battle of the Books titles. Non-fiction books in areas which are date sensitive are culled on an annual basis, keeping our collection as current as the budget allows. Our collection is varied, including items such as electronic audio books, periodicals, digital, and the traditional printed books. We go to great lengths to expose students to new series, authors, and genres to keep students engaged and excited about the library and reading. Students look forward to voting for their favorite Golden Archer title, comparing their choice to that of their classroom, building and finally the state's new Golden Archer winner! Battle of the Books is a tremendous activity to encourage students in the intermediate grades to have fun while engaging in friendly academic competition. An Endeavor team has scored the highest in the district six of the last twelve years; two of those years we scored enough points to enter the 300 club in the state battle and finished eleventh eight years ago.

Physical Education:

In Physical Education, students work on skills that promote teamwork, sportsmanship, leadership, and respect for others while exercising and having fun. Literacy and math skills are incorporated into lessons. Students from kindergarten through fifth grade can name the major muscles as well as several bones in the body. Jump Rope for Heart is one activity that students are encouraged to participate in, which benefits the American Heart Association and teaches students that maintaining a healthy lifestyle and remaining physically active can be fun and rewarding.

3. Instructional Methods and Interventions:

Endeavor is committed to upholding the mission of the Portage Community School District to be a leader in education by having high expectations for all students based on a clearly defined curriculum, partnering with parents and community, and differentiating the instruction to meet the needs of every student in a literacy-rich environment.

Our balanced literacy approach to reading instruction allows us to meet the varied needs of our learners. The workshop model provides for whole group mini lessons, teacher modeling with gradual release of responsibility and opportunities for independent practice. Our commitment to this model across all grade levels provides the teachers and students with the opportunity to individualize and self-select the skill work at their level. This framework for balanced literacy empowers students to be actively involved and enables them to become reflective learners.

Instructional practices in math allow for whole group, small group, partner, and individual instruction. These research-based best practices allow students to be fully engaged in their learning. Teachers use formal and informal observation, as well as oral, written, and visual forms of assessment. We work with students individually on skills that need either reteaching or enrichment.

Endeavor embraces the inclusion model whereby all students receive instruction in the least restrictive environment. Staff members meet weekly to plan, collaborate, and implement a variety of activities based on individual student needs. Both formative and summative data are continually analyzed to meet the needs of students. Being data-driven allows staff to be intentional with their instruction. When necessary, students are provided tiered academic interventions and enrichment services to best meet their needs.

Technology is a priority at Endeavor. We are fortunate to have a 2:1 student/computer ratio. All students have access to the fully equipped computer lab with printers, classroom tablets, laptops, and smartboards. Technology is used to support, enhance, and promote student engagement and learning. The goal for students in pre-kindergarten through fifth grade is to become independent in the use of the Accelerated Reader program.

All Endeavor staff members are committed to the success of every student. We keep student learning and success at the forefront of instructional decisions and implement best practice during instruction. We believe that our teaching makes a difference in the lives of our students.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Endeavor students participate in many formal and informal assessments throughout the school year. Two times per year students in pre-kindergarten through second grade participate in the Phonological Awareness Literacy Screening (PALS). This is a benchmark screener that is used to inform instruction in early literacy skills and reading.

Dependent on grade level, students are assessed using STAR Early Literacy, STAR Reading, and STAR Math. These are standardized, computer-adaptive assessments that measure a variety of pre-reading, reading, and math skills. These assessments are given to students in kindergarten through grade 5 a minimum of three times per year.

Students in grades three through five are administered The Wisconsin Knowledge and Concepts Exam (WKCE) on a yearly basis. This standardized, criterion referenced test measures students' academic achievement in math, reading, language arts, science, and social studies. Student performance is reported as: Advanced, Proficient, Basic, and Minimal. Results in reading and math come from the State of Wisconsin Department of Public Instruction through WISEdash, an online reporting tool, and from the School Report Card Summary. Student groups reported include: students with disabilities, students who are economically disadvantaged, and students who have limited English proficiency. Endeavor has a 100% participation in the state assessments.

Results for the areas of reading and math over time show students at Endeavor Elementary School are performing above the state average on the WKCE. From the 2009-10 to the 2013-14 school year, percent proficient in reading showed an increase of 13% and percent proficient in math showed an increase of 33%. In the 2013-14 school year, 48% were proficient/advanced in reading and 76% were proficient/advanced in math.

In 2009-10, students receiving free or reduced price lunch percent proficient in reading was 10% lower than the all students group. By 2013-14 this gap was closed. Similarly, in 2009-10 students receiving free or reduced price lunch percent proficient in math was 18% lower than the all students group. By 2013-14 this gap was reduced to less than 10%.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Staff uses assessment data to guide classroom instruction. Evaluation of student achievement is an ongoing and collaborative process. Every grade level has set standards that are assessed and reported on quarterly in reading, language arts, math, and writing. Teachers use both formative and summative data to guide instruction to best meet the needs of the students.

The school district uses the Fountas & Pinnell reading benchmark, STAR Early Literacy, STAR Reading, and STAR Math, and Measures of Academic Progress (MAP) which is administered three times per year. PALS is administered two times per year to students in pre-kindergarten through grade 2. The AIMSweb universal screener is used as a progress monitoring tool for students who receive and Rtl Tier 2 or Tier 3 intervention. The immediate results of these assessments allow for more timely modifications to instruction.

Teachers collect, organize, and share their student data results with teams consisting of teachers, administrators, specialists, and interventionists. Assessment data for all students is reviewed five times per year at the district level and weekly at the building level to identify the needs of students and the best way to support their learning. Team members from both the district and the building level work collaboratively to review the data, identify student strengths, set goals, and identify strategies that guide instruction to best meet the needs of the students.

Assessment and data results are shared with students and parents through classroom conferences, parent-teacher conferences, and written communication through the interventionist. Families have access to the Infinite Campus online communication tool, which allows them to access assignments, grades, and attendance information. Student progress is also shared with families four times per year through the standards-based report cards.

Our school report card is accessible at: <http://oea.dpi.wi.gov/acct/report-cards>.

Part VI School Support

1. School Climate/Culture

At Endeavor Elementary School, the coordinated efforts to build a positive climate for students closely parallels the environment staff has created to support each other. There is a positive working environment within our staff that students see daily. We have fun while learning at school, support each other in and out of work, and genuinely care about one another.

Educating the whole student is our first priority. We strive to make it possible for any individual to have academic success by providing basic supports, which may be missing in some of our students' daily lives. Understanding that this is a nurturing, secure, and respectful environment, students are able to focus their energy on learning, thereby aspiring to excel in their early learning years. For many, school is quite possibly the best part of the day for students and staff alike.

Within our purposeful and intentional educational plan, we consistently challenge and encourage students to reach their highest potential. Portage Community School District's grade appropriate curriculum allows freedom for differentiation and adaptation of lessons to meet the individual learning styles of students. By inspiring creativity and encouraging imagination through cross-curricular lesson design, we are able to keep students excited about their learning.

The Positive Behavioral Interventions and Support (PBIS) system is used on a continual basis, as students are taught to be "respectful, responsible and safe." Cool Tools, school assemblies, and Star Cards are just a few examples of how PBIS is incorporated in classrooms and throughout the building. Given consistent expectations and common language, students learn to appreciate a positive school climate. Our goal is to create a climate whereby students feel secure enough to go to any staff member to discuss a concern. Since we are a smaller school, we have the advantage of fostering close, nurturing relationships with students and families within our community.

District-level support is provided through professional development, collaboration, and training for PBIS, Above the Line Expectations, Response to Intervention, and methods of curriculum modification. Staff is also supported in various ways at the building level. Weekly Professional Learning Community meetings provide collaboration time to address student needs. Monthly PTO and professional learning meetings allow for communication, planning of school events such as celebration lunches, book fairs, special days, and community outreach opportunities. We appreciate our supportive and accessible Lead Teacher and Principal.

2. Engaging Families and Community

At Endeavor Elementary School it is our mission to educate children, families, and community within a safe and healthy environment. With high expectations, we support, nurture, and establish trust in our relationships. The strong sense of community is central to our student success. Prior to the start of school, we hold our registration. Having a bilingual translator available gives our families the opportunity to inquire about busing, food service, nursing services, PTO, volunteer opportunities, and to network with the University of Wisconsin-Extension Family Living Educator. We host Back-to-School night so families can meet the staff, familiarize themselves with the classroom, and get their district-provided school supplies. This event is held in conjunction with the monthly community Sharing Supper. The purpose of the Sharing Supper is to feed the hungry, nurture social needs, and to connect local services with the community. Together with the community, our school has formed lasting partnerships.

Throughout the year, families are informed of school events through weekly and monthly newsletters, phone calls, emails, daily student agendas, school webpage, district Twitter and Facebook accounts, and e-newsletters. Student progress can be accessed through Infinite Campus accounts, and we enjoy nearly 100% Parent-Teacher conference attendance. Staff also maintains a bi-weekly Homework Club, which

assists students in academic areas and makes technology and other resources available to students who might not have access at home.

Endeavor staff also coordinates partnerships with the local volunteer fire department, county nutritionist, mobile dental hygienist, financial literacy through the local bank, public library programs, and reading incentives provided by a local ski and snowboard park. We have made connections with Trucker Buddy International, Lions Club, local law enforcement, pumpkin farms, local Christmas tree farm, local day on the farm, FFA, and senior citizen holiday luncheon.

Families and community members are welcome to attend the Veteran's Day Program, Donuts for Dads, Muffins for Moms, holiday concert (with community social), field trips, classroom volunteers, Reading/Math Family Fun Nights, and annual science fair.

PTO organizes book fairs, talent show, mini course day, curriculum based field trips, bike-a-thon, classroom incentive parties, and a fall dance. They raise funds for these and other such items as playground equipment, books, and technology.

It is through our bond with the community that we are able to support, nurture, and maintain trust in our relationships. Our children realize the entire community supports them. This has helped foster to their social, emotional, and academic path to becoming lifelong learners.

3. Professional Development

Professional development is an important factor in what makes Endeavor an effective school. Endeavor Elementary School's professional development is geared toward meeting the needs of the staff as we work to apply research-based strategies that incorporate best practices in order to meet the needs of all students.

Staff embrace the learning process by continually reviewing curriculum, instruction, and assessment. Staff members are able to participate in professional development throughout the school year and during the summer months. Many staff have dual certification in reading, special education, early childhood education, and administration. Staff continually take post-graduate coursework which helps them stay current with best practice initiatives for student learning. Additionally, many veteran staff have advanced degrees.

A major focus of professional development has been balanced literacy. In an effort to align literacy instruction across grade levels, the district implemented a reading workshop model that allows instruction to be individualized, based on the needs of the students. Staff has participated in many training opportunities to learn about how to implement components within this model such as developing and presenting a successful mini lesson, how to conference with students, how to collect data and use it to maximize instructional time. Professional development has also been offered on how to integrate Accelerated Reader into the workshop format. Endeavor Elementary has been a leader in District student quizzing since Accelerated Reader was launched in the winter of 2013. To date, Endeavor students have taken over 16,000 quizzes which is 17% of the total quizzes taken in the district. As the smallest school in the district, this is an accomplishment we celebrate.

In addition to district provided professional development and post-graduate coursework, staff take advantage of trainings and workshops related to Response to Intervention (RtI), PBIS, and Wisconsin State Reading Association (WSRA) reading convention. Staff members embrace the various technology and curriculum trainings that are offered during the school year and in the summer months. Staff at Endeavor readily share their expertise with their peers and are given ample opportunities to do so. We eagerly accept the opportunities to pilot new curricula, mentor new teachers, and host student teachers.

The professional development efforts have impacted the children of Endeavor in a positive way, as evidenced by their performance on various classroom and standardized assessments. By applying research-

based best practices in education, staff at Endeavor work to build on individual strengths to help each child become a lifelong learner.

4. School Leadership

The Portage Community School District's vision is to be a leader in education having high expectations for all students based on a clearly defined curriculum, partnering with parents and the community, and differentiating the instruction to meet the needs of every student in a literacy rich environment. The school board consists of seven elected members—three of whom are elected from the rural areas of the district—and work closely with the district administrator to set policy that helps all staff achieve this vision.

The district's administration team consists of the district administrator, director of curriculum, director of business operations, student services director, three elementary principals, middle school principal, high school principal, and the principal for the alternative high school. Members of this team work to make sound, research-based decisions with regard to what is best for students and learning.

The building principal is a positive and supportive instructional leader who has set high expectations for students, staff, families, and community members. The principal, the lead teacher, the classroom teachers, interventionists, office and teaching assistants, kitchen staff, and custodial staff work closely to maintain a positive, structured learning environment where all stakeholders are responsible, respectful, and safe. The principal works closely with the staff to ensure that the students are receiving the best possible educational opportunities. The principal and staff work as a team to hire highly qualified staff and make decisions that maximize and positively impact student learning.

All staff serve on numerous district committees that help guide decisions based on what is best for students. Teachers meet weekly to discuss ways to support the varying needs of students and how to deliver services. Students have many opportunities for success as we continually review assessment data and modify and differentiate instructional practices based on students' needs. All staff at Endeavor Elementary work together to meet the needs of all students regardless of the grade level. We believe that we are all better together and the students benefit from it.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	84	50	43	44	41
Advanced	11	0	0	0	0
Number of students tested	19	16			17
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	75	33	0	33	20
Advanced	0	0	0	0	0
Number of students tested	12	6	2	3	5
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	67	0	0	100	0
Advanced	0	0	0	0	0
Number of students tested	3	2	1	1	3
4. Hispanic or Latino Students					
Proficient and above	80	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	5	2	1	0	2
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	85	62	50	44	47
Advanced	15	0	0	0	0
Number of students tested	13	13	6	9	15
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	75	67	18	44	43
Advanced	0	0	0	0	14
Number of students tested	16		11	18	
Percent of total students tested	100	100	92	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	67	50	25	0	25
Advanced	0	0	0	0	0
Number of students tested	6	2	4	4	4
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	50	100	0	0	0
Advanced	0	0	0	0	0
Number of students tested	2	1	1	2	0
4. Hispanic or Latino Students					
Proficient and above	50	100	0	0	0
Advanced	0	0	0	0	0
Number of students tested	2	1	1	2	0
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	77	60	20	50	43
Advanced	0	0	0	0	14
Number of students tested	13	5	10	16	7
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	57	10	53	50	38
Advanced	0	0	6	0	12
Number of students tested			17		16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	33	0	33	50	17
Advanced	0	0	0	0	0
Number of students tested	3	3	6	4	6
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	0	50	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	2	2	0	0
4. Hispanic or Latino Students					
Proficient and above	100	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	1	2	0	0
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	50	11	60	50	38
Advanced	0	0	7	0	12
Number of students tested	6	9	15	6	16
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above		76	25	47	67
Advanced		6	12	18	17
Number of students tested		17		17	
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		60	25	33	100
Advanced		0	0	0	0
Number of students tested		5	4	6	1
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above		100	0	0	0
Advanced		0	0	0	0
Number of students tested		2	0	0	0
4. Hispanic or Latino Students					
Proficient and above		100	0	0	0
Advanced		0	0	0	0
Number of students tested		2	0	0	0
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above		73	25	47	67
Advanced		7	12	18	17
Number of students tested		15	8	17	6
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: There is no data for 2013-2014 because 6th grade was moved out of Endeavor Elementary school and incorporated with the 6-8 Middle School.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	58	38	0	22	24
Advanced	16	6	0	0	0
Number of students tested	19	16			17
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	58	33	0	0	0
Advanced	17	17	0	0	0
Number of students tested	12	6	2	3	5
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	0	0	0	100	0
Advanced	0	0	0	0	0
Number of students tested	3	2	1	1	3
4. Hispanic or Latino Students					
Proficient and above	40	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	5	2	1	0	2
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	69	46	0	22	27
Advanced	23	8	0	0	0
Number of students tested	13	13	6	9	15
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	50	33	9	28	29
Advanced	0	0	0	6	14
Number of students tested	16		11	18	
Percent of total students tested	100	100	92	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	50	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	6	2	4	4	4
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	2	1	1	2	0
4. Hispanic or Latino Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	2	1	1	2	0
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	62	40	10	31	29
Advanced	0	0	0	6	14
Number of students tested	13	5	10	16	7
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	14	20	29	17	50
Advanced	0	0	0	0	6
Number of students tested			17		16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	0	33	0	25	50
Advanced	0	0	0	0	0
Number of students tested	3	3	6	4	6
2. Students receiving Special Education					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	2	1	1	1	3
3. English Language Learner Students					
Proficient and above	0	50	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	2	2	0	0
4. Hispanic or Latino Students					
Proficient and above	0	100	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	1	2	0	0
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	17	11	33	17	50
Advanced	0	0	0	0	6
Number of students tested	6	9	15	6	16
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above		59	38	35	33
Advanced		0	12	6	0
Number of students tested		17		17	
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		20	25	17	100
Advanced		0	0	0	0
Number of students tested		5	4	6	1
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above		0	0	0	0
Advanced		0	0	0	0
Number of students tested		2	0	0	0
4. Hispanic or Latino Students					
Proficient and above		0	0	0	0
Advanced		0	0	0	0
Number of students tested		2	0	0	0
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above		67	38	35	33
Advanced		0	12	6	0
Number of students tested		15	8	17	6
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: There is no data for 2013-2014 because 6th grade was moved out of Endeavor Elementary school and incorporated with the 6-8 Middle School.